Are you Ready for an Online Course Review?

CELT Teaching Fellows offer a confidential, formative course review service that can help instructors identify opportunities to enhance their online courses. Prior to requesting a formative online course review, instructors should use this checklist to self-assess whether the online course includes a number of key design elements. The items on this checklist derive from the Purdue University Fort Wayne Online Course Design Standards.

Online Course Design Standards

The Online Course Design Standards were adapted for use at Purdue Fort Wayne from the research-based Quality Matters™ rubric and serve as a guide for the formative peer review process. Instructors are encouraged to consult the Online Course Design Standards for additional information.

How to Use the Checklist

Instructors should independently use this checklist in a confidential manner to assess whether each item is present within the online course.

As you explore your course for the presence of each item, check the appropriate box ("Present" or "Not Yet Present"). When you have finished, total the number of check-boxes marked in each column. If 20 or more items are currently present, you are ready to request a confidential formative course review.

If your course is not yet ready for a formative review, or you would like assistance with specific components of the checklist, please request a teaching consultation with the CELT Teaching Fellows or a course design consultation with a CELT consultant. These formative one-on-one consultations will provide more focused support for the enhancement of your online course.

Online Course Review Readiness Checklist

Course Introduction (Standard 1)	Present	Not yet present
The syllabus and schedule are posted within the course. (1.1)	☐	☐
Instructions that explain what students should do first are available and easy to find. (1.1)	☐	☐
Course modules* and content items have clear, logical labels. (1.2)	☐	☐
Course modules* are chunked into meaningful segments and arranged in a logical order. (1.2)	☐	☐
The instructor's background information is posted within the course. (1.3)	☐	☐
The instructor's contact information and availability are posted within the course. (1.4)	☐	☐

Module is the term used by Brightspace to describe a set/collection of content. Other names, such as "unit" or "week," may be used to label course modules.

Student Preparation in Technology (Standard 2)	Present	Not yet present
Any technologies required for the course are readily available to students. (2.2)	☐	☐
Information about how to access and use required technologies is posted within the course. (2.1)	☐	☐

Student Support Services (Standard 3)	Present	Not yet present
Information about student support services is posted within the course. (3.1, 3.2)	☐	☐

Course Goals and Objectives (Standard 4)	Present	Not yet present
Course-level objectives are identified within the course. (4.1)	☐	☐
Any discipline-specific or accreditation standards are identified within the course. (4.2)	☐	☐
Connections between the course content and course objectives are identified. (4.3)	☐	☐

Interaction Design (Standard 5)	Present	Not yet present
The course includes opportunities for students to interact with each other. (5.1)	☐	☐
The course includes opportunities for students to interact with the instructor. (5.1)	☐	☐
The course includes opportunities for students to interact with the content. (5.1)	☐	☐
All interactions are linked to at least one course goal or objective. (5.2)	☐	☐
Clear directions for student participation are provided for each activity. (5.3)	☐	☐

Assessment and Evaluation of Student Work (Standard 6)	Present	Not yet present
Information describing how students will be assessed is posted within the course. (6.1)	☐	☐
Each assessment includes explicit learning goals. (6.2)	☐	☐
Each assessment includes clear information or criteria about how performance will be measured (e.g. rubric). (6.3)	☐	☐

Course Accessibility to Students (Standard 7)	Present	Not yet present
Purdue Fort Wayne's disability statement is posted within the course. (7.1)	☐	☐
A link to the Disability Access Center is posted within the course. (7.1)	☐	☐
Media (e.g. audio/visual recordings, images) are accompanied by closed captioning or alt text. (7.2)	☐	☐
A sans-serif font (e.g. Arial, Verdana, Lucida Sans, Tahoma) is used consistently throughout the course. (7.3)	☐	☐
High-contrast text/background colors are used consistently throughout the course. (7.3)	☐	☐
Styles are used to design accessible Word documents and tables. (7.3)	☐	☐
Multimedia resources are easy to open and have good audio and/or visual quality. (7.4)	☐	☐
Totals		